DOCUMENT RESUME

ED 059 048 SE 013 165

TITLE	Drug Abuse in the Elementary School, An Instructional Bulletin.
INSTITUTION	Los Angeles City Schools, Calif. Div. of Instructional Planning and Services.
REPORT NO	EC-341
PUB DATE	70
NOTE	61p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Drug Abuse; *Drug Education; *Elementary Grades; *Fundamental Concepts; Health Education; Instructional Materials; *Learning Activities; Social Sciences; *Teaching Guides

ABSTRACT

This resource guide has been developed to assist elementary school teachers in offering instruction on the subject of drug education. Divided into two sections for grades K-3 and 4-6, each section offers suggested concepts and activities "providing opportunities for pupils to develop wholesome attitudes and knowledge enabling them to make wise personal choices concerning the proper use of drugs and other toxic materials and abstain from any form of drug abuse." Topics for grades K-3 are: (1) food and nonfood substances, and (2) the values of nonfood substances. For grades 4-6, the topics consider: (1) the effects of experimentation with drugs and other harmful substances, and (2) alternatives to drug abuse. Resource information in the form of a list of pupil-teacher resource materials, stories for pupils, glossary of slang terms associated with drug abuse, and a list of narcotics and dangerous drugs, their source, properties, methods of use, and effects, complete this teacher's guide. (BL)

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SE 013 165

an instructional bulletin

drug abuse in the elementary school

LOS ANGELES CITY SCHOOLS
DIVISION OF INSTRUCTIONAL PLANNING AND SERVICES
INSTRUCTIONAL PLANNING BRANCH
PUBLICATION NO. EC-341
1970

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INTRODUCTION

Use of a wide variety of drugs, medicines, and household chemicals has become an accepted practice in modern society. When utilized properly, many of these substances are valuable aids in safeguarding health and in preventing and controlling disease. However, the indiscriminate use of these potentially dangerous substances has resulted in serious problems that have reached epidemic proportions. Incidents of drug abuse have been reported among all segments of society and even among 10- and 11-year-old children.

Because many of the commonly abused substances may be found in the family medicine cabinet and other places in and around the home, education concerning the safe and proper use of drugs and other potentially toxic materials should begin in the elementary school. This resource material has been developed to assist teachers in offering instruction on the subject of drug education. Its major purpose is to provide opportunities for pupils to develop wholesome attitudes and knowledge that will enable them to

- Make wise personal choices concerning the proper use of drugs and other toxic materials
- Abstain from any form of drug abuse

ACKNOWLEDGMENTS

Appreciation is expressed to the members of the Professional Expert Committee on Drug Education for their contributions to the development of this publication. The members of this committee were:

Stuart N. Bernstein, Wilmington Park School
Grace R. Busby, Ninety-Seventh Street School
William C. Edler, Wilbur Avenue School
Dean W. Eslinger, Wilmington Park School
Doris A. Van Aken, Riverside Drive School

Gratitude also is expressed to Harriett Randall, M.D., Director, Health Services Branch, Auxiliary Services Division, for her valuable comments and suggestions.

RUTH RICH
Supervisor, Health Education

NORMAN H. ROSSELL
Director, Elementary Curriculum

FRANK M. HODGSON
Assistant Superintendent
Instructional Planning Branch

APPROVED BY ASSOCIATE SUPERINTENDENTS:

ROBERT J. PURDY
Division of Elementary Education

MILDRED NASLUND
Division of Instructional Planning and Services

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SECTION I

SUGGESTED CONCEPTS AND ACTIVITIES, KINDERGARTEN AND GRADES 1-3

Topics and Concepts to be Developed

A. Food and Nonfood Substances

Every substance taken into the body by any means affects the body.

1. How do foods differ from nonfood substances?
2. How do foods and nonfood substances affect the body?
3. How may different substances be taken into the body?

B. Values of Nonfood Substances

Properly used, many drugs are of value to man.

1. What is a drug?
2. From what sources are drugs obtained?
3. Why must drugs and medicines be used with caution?
4. How can drugs and medicines be used safely?

A. FOOD AND NONFOOD SUBSTANCES

Concept: Every Substance Taken into the Body by Any Means Affects the Body.

1. How do foods differ from nonfood substances?

   Food substances provide the materials which the body needs to promote growth, to prepare for work and play, and to maintain health.

Arrange a display of examples of food and nonfood substances, including solids, liquids, and aerosols.

Ask pupils to give examples of food and nonfood substances commonly found in and around the home. Assist pupils in identifying those which may be harmful, such as household cleaners, detergents, insecticides, volatile chemicals, and medicines.

2. How do food and nonfood substances affect the body?

Discuss the values of different foods from the four food groups in providing for the body's nutrition needs. Help pupils to understand that the body needs food to keep alive just as a machine needs fuel to run. Emphasize that some plants are classified as foods and may be eaten. Use illustrations to point out the many parts of plants that "we eat." Some examples are the root (potato, carrot), the leaf (lettuce, cabbage), the stem (celery), the seed (grains), the berry (strawberry).

Emphasize that many plants are classified as nonfoods because they have been found to be harmful. Use illustrations to point out some of these.

- Some plants make people ill or may even cause death. Examples are poison hemlock, sumac, castor bean plant, loco weed, oleander plant, pyracantha, and jimson weed.

A. FOOD AND NONFOOD SUBSTANCES (cont.)

Concept: Every Substance Taken into the Body by Any Means Affects the Body.

- Some plants may cause people to have hay fever. (Symptoms include sneezing and releasing of discharges from the nose.)

- Some plants, such as poison oak, may cause people to have a skin rash.

Some nonfood substances are drugs and medicines.

Explain that some plants have proven to be valuable sources of medicines and drugs.

3. How may different substances be taken into the body?

Substances may be taken into the body by ingestion (swallowing), breathing, injection, and absorption through the skin and mucous membranes.

Ask pupils to suggest examples of substances that are taken into the body through the mouth, such as food, water, and medicines.

Ask pupils to suggest examples of substances that are taken into the body by breathing (air, dust particles, pollen from plants, vaporous substances). "Why do you need to breathe fresh air?" Point out that "Oxygen is a gas that you breathe in with air and that every cell of your body needs oxygen to keep you alive." Emphasize that no person should ever inhale the fumes of a gaseous substance or aerosol. Explain that certain inhalants may have medical value when properly used. These substances should be taken, however, only upon the advice of a parent or medical adviser.

Ask pupils to give examples of substances that are taken into the body through the skin (vaccine or "shot").

Use diagrams of human body to illustrate to pupils the various means by which different substances can enter and circulate throughout the body.

- Substances taken through the mouth pass through the stomach and into the bloodstream.

A. FOOD AND NONFOOD SUBSTANCES (cont.)

Concept: Every Substance Taken into the Body by Any Means Affects the Body

- Substances which are breathed in, or inhaled, pass through the lungs and into the bloodstream.
- Substances injected or absorbed into the body may pass into the bloodstream.

All nonfood substances may be harmful and should be kept out of the reach of small children.

Develop procedures for the safe use and storage of potentially dangerous substances, including household cleansers and sprays as well as drugs and medicines. Discuss reasons why these substances should be kept out of the reach of small children.

Discuss the meaning of the "skull and crossbones" symbol on the labels of many containers. Compile a list of symbols and words that appear on the labels of household products to indicate that the contents are poisonous.

Discuss ways to dispose of old medicines. Develop an art lesson in which pupils prepare posters or similar materials regarding the safe use of household substances.

Stress the dangers of accepting any food (including candy) or nonfood substance from strangers. Explain why it is important for pupils to report such incidents.

B. VALUES OF NONFOOD SUBSTANCES

Concept: Properly Used, Many Drugs are of Value to Man.

1. What is a drug?

   A drug is any substance (other than food) which may affect the way a person's body normally works, or the way he usually feels or acts.

   A substance may be defined as a drug when it is used to diagnose, treat, or prevent illness, or to alter feeling and behavior.

List some common medicines or drugs which usually are found in the home (antiseptics, aspirin, ointments). Ask pupils to suggest examples of drugs that they have seen advertised on television broadcasts.

Discuss the uses of common medicines or drugs. Ask pupils to tell stories that point out how a drug or medicine can be helpful.

Discuss special circumstances in which medicines and drugs are of value to man. Some examples are treatment or prevention of disease, relieving pain, and assisting with surgery.

2. From what sources are drugs obtained?

   Some drugs are made from materials which exist in nature.

   Manufacturers produce some drugs from various chemical substances.

Display illustrations which indicate both natural and synthetic sources of drugs. Point out that the first drugs known to man came from certain plants that were discovered to have properties which helped to relieve pain or to promote healing.

Ask pupils to make up stories telling how they think drugs were probably first discovered by man.

Ask pupils to prepare drawings of plants from which life-saving drugs are derived.

3. Why must medicines and drugs be used with caution?

   Drugs can be both helpful and harmful.

Discuss incidents in which a substance, an element, or an item may be both helpful and harmful. Examples include fire, water, candy, or an automobile.

B. VALUES OF NONFOOD SUBSTANCES (cont.)

Concept: Properly Used, Many Drugs are of Value to Man.

Emphasize that drugs and medicines have specific uses and that different drugs and medicines act on different parts of the body. Examples include:

- Some drugs are used to relieve pain.
- Some may be helpful in reducing a fever.
- Some can make the heart beat faster.
- Some can produce sleep.

Relate incidents in which drugs may be helpful or harmful. (Aspirin is the leading cause of poisoning among small children.) Cite examples of some drugs and their proper uses.

4. How can drugs and medicines be used safely?

   Drugs and medicines should be used only as directed by a physician or as indicated on labels of containers.

Prepare and display facsimiles of oversized drug containers, labeled to show examples of both prescription and nonprescription drugs.

Point out that, for safety purposes, federal drug laws place drugs into two main groups:

Prescription Drugs--Those drugs which are considered unsafe for use except under the supervision of a medical doctor or dentist are called "prescription" drugs. Such drugs must be ordered or prescribed by a licensed medical doctor or dentist especially for the person whose name appears on the label of the container. The drugs must be prepared by a licensed pharmacist on the basis of the doctor's specifications.

B. VALUES OF NONFOOD SUBSTANCES (cont.)

Concept: Properly Used, Many Drugs are of Value to Man.

They cannot be purchased without a written order or "prescription" from a doctor. The label of every prescription drug contains the following information:

1. The name of the pharmacy that prepared the drug
2. The directions for taking the drug
3. The name of the person for whom the drug is intended
4. The name of the physician or dentist who wrote the prescription
5. The amount or dose to be taken. Drug dosages for infants and children are gauged by the age and weight of the patient.

Nonprescription Drugs--Those drugs which are considered safe for use by most adults if taken according to the directions that appear on the label of the container are called "nonprescription drugs. They may be purchased without a written order or prescription from a physician or dentist. For this reason, drugs of this type are also called "over-the-counter" drugs.

Discuss reasons why the information which appears on the label of a nonprescription drug differs from that which appears on the label of a prescription drug.

Ask children to prepare samples of labels for prescription and nonprescription drugs.

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B. VALUES OF NONFOOD SUBSTANCES (cont.)

Concept: Properly Used, Many Drugs are of Value to Man.

Because all drugs and medicines can be dangerous, they should be taken only when prescribed by a physician or dentist, or when given by a parent or nurse.	Emphasize that all drugs, including the nonprescription type, can be dangerous and should be used only as directed and only when given by a parent, a physician, a dentist, or a nurse. Discuss why it is not a wise practice for a boy or girl to take a drug or medicine without a parent's giving it to him or her, or to accept any medicine, pill, cigarette, or any other unknown substance offered either by a friend or a stranger. What should a boy or girl do when somebody offers an unknown substance?
All medicines should be thrown away or destroyed when they are no longer needed.	Ask pupils to suggest reasons why all old medicines should be discarded when they are no longer needed. Point out that some drugs have a longer "shelf life" than others. This is one reason why old medicines should be discarded. Identify ways of discarding old medicines safely. (For example, flush them down the toilet.)
All medicines and drugs should be kept in a safe place and out of the reach of young brothers and sisters.	Develop a list of safety practices for storing drugs, especially to assure that they are kept away from small children. Invite the school nurse to talk about the safe use of drugs and medicines. Assign pupils to write slogans on drug safety.

B. VALUE OF NONFOOD SUBSTANCES (cont.)

Concept: Properly Used, Many Drugs are of Value to Man.

Arrange an art lesson in which children prepare posters for display.

Plan and conduct a "Drug Abuse Prevention Week."

Ask pupils to write and dramatize stories concerning the proper handling of medicines, drugs, and other dangerous substances which commonly are found in and around the home.

SECTION II

SUGGESTED CONCEPTS AND ACTIVITIES, GRADES 4-6

Topics and Concepts to be Developed

A. Effects of Experimentation with Drugs and Other Harmful Substances

Experimentation with drugs and other chemical substances may interfere with physical and mental health.

1. What is drug abuse?
2. What types of drugs are commonly abused?
3. What are stimulants?
4. What are depressants?
5. What are hallucinogens?
6. What are the volatile chemicals?
7. What are narcotics?
8. What other kinds of drug are misused?

B. Alternatives to Drug Abuse

1. Why do some people decide to misuse drugs?
2. What influences in our environment offer drugs as a solution to individual problems?
3. How can the drug abuse problem be controlled?

A. EFFECTS OF EXPERIMENTATION WITH DRUGS AND OTHER HARMFUL SUBSTANCES

Concept: Experimentation with Drugs and Other Harmful Substances May Interfere with Physical and Mental Health.

1. What is drug abuse?

   Drug abuse is the deliberate misuse of a drug or other substance by an individual in an attempt to escape reality or to change the way he normally feels or behaves.

Arrange a bulletin board display showing newspaper and magazine articles concerning drug abuse.

Point out that the term "drug abuse" commonly refers to situations in which drugs are used improperly to escape reality, or to change the way a person normally feels or behaves. Usually, the drugs are illegally obtained. They may be sold at a high profit by persons known as "pushers."

2. What types of drugs are commonly abused?

   The most commonly abused drugs are the mind-altering drugs (those which alter behavior or feeling) and certain substances which contain volatile (gaseous) chemicals.

Reemphasize that drugs are powerful chemical substances that can alter the structure or function of the body and/or change moods and behavior. Different drugs act on different parts of the body and usually are classified on the basis of their function or action. For example, drugs which are used to fight infection are called antibiotics. Medicines and drugs which act primarily on the brain and nervous system are called "mind-altering" drugs and are divided into three major classes: stimulants, depressants, and hallucinogens. The most commonly abused drugs are the mind-altering drugs and certain substances which contain volatile chemicals.

Assign pupils to do research concerning the history of different drugs.

Ask pupils to describe examples of drug abuse which may lead to harm to the individual.

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A. EFFECTS OF EXPERIMENTATION WITH DRUGS AND OTHER HARMFUL SUBSTANCES (cont.)

Concept: Experimentation with Drugs and Other Harmful Substances May Interfere with Physical and Mental Health.

3. What are stimulants?

Substances which tend to excite the nervous system and to speed up the body processes are called stimulants.

Prepare a chart showing the major drugs that are abused. Include references to their sources, descriptions, medical uses, effects on the body, and dangers which may result from experimentation with them.

Point out that stimulants are substances which tend to excite the nervous system, to speed up the body processes, and to cause sleeplessness. The most commonly used stimulants are amphetamine (Benzedrine), dextroamphetamine (Dexedrine), and methamphetamine (Methedrine). Slang terms for these drugs include "uppers," "pep pills," "bennies," and "speed."

Medical Uses: The amphetamine-type drugs have been prescribed to combat fatigue and to reduce appetite in weight reduction programs. Stimulants now are mainly prescribed for a condition known as narcolepsy (a disease which causes overwhelming drowsiness).

Abuses: Amphetamine-type drugs have been abused by automobile drivers attempting to stay awake on long trips and by pupils trying to "cram" for examinations. Some young people and adults try them to obtain "kicks." These drugs are usually swallowed as pills but sometimes are taken in liquid form by injection into a vein.

Dangers: Although continued use of amphetamine-type drugs is not considered to produce physical dependence (withdrawal illness), the body does become used to (develops tolerance for) these drugs.

A. EFFECTS OF EXPERIMENTATION WITH DRUGS AND OTHER HARMFUL SUBSTANCES

Concept: Experimentation with Drugs and Other Harmful Substances May Interfere with Physical and Mental Health

Larger and larger amounts are then needed to produce the same effects. "Psychological dependence, therefore, does develop. For this reason, the practice of taking drugs of this type becomes a mental or emotional habit, or "crutch."

Because the stimulant-type drugs mask fatigue, they can cause a person to do things beyond his physical endurance. Large amounts can cause a person to become mentally ill for a time.

Injection of methamphetamine or other amphetamine derivatives ("speed") into the vein causes the heart to function at an abnormal rate and may also result in long-term personality disorders.

Concept: Experimentation with Drugs and Other Harmful Substances May Interfere with Physical and Mental Health.

4. What are depressants?

Substances which tend to relax the activity of the nervous system and to slow down or relax the body processes are called depressants.

Point out that the depressants which also are known as sedatives, are substances which tend to reduce the activity of the nervous system and to slow down the body processes. The most commonly used, depressant-type drugs are the barbiturates and the tranquilizers. Barbiturates range from the short-acting, fast-starting pentobarbital sodium (Nembutal) and secobarbital sodium (Seconal) to the long-acting, slow-starting phenobarbital (Luminal), amobarbital (Amytal), and butabarbital (Butisol). The short-acting preparations are most commonly abused. Slang terms for these include "barbs," "goof balls," "reds," "yellows," and "rainbows." The tranquilizers include meprobamate (Equanil, Miltown), and chlordiazepoxide (Librium), phenothiazine (Thorazine), and glutethimide (Doriden).

Medical Uses: The sedative or depressant-type drugs are prescribed by physicians for many types of illnesses and conditions, including the relaxing of patients before and after surgery, the diagnosis and treatment of mental illness, and inducing of sleep. In medically supervised doses, the drugs depress action of the nervous system, skeletal muscles, and heart to produce a therapeutic effect. In larger doses, they produce intoxication causing confusion, slurred speech, staggering, and inability to concentrate or work.

Abuses: Depressant-type drugs have been abused by adults as well as young people who are seeking a means of escape from the problems of daily

A. EFFECTS OF EXPERIMENTATION WITH DRUGS AND OTHER HARMFUL SUBSTANCES (cont.)

Concept: Experimentation with Drugs and Other Harmful Substances May Interfere with Physical and Mental Health.

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living, or who are looking for "kicks." Some people take these drugs to relieve states of emotional stress. Others take them to counteract the abuse effects of stimulant-type drugs or chronic alcoholism. The combined effects produced by tranquilizing drugs and other depressants, including alcohol, may be extremely dangerous.

Dangers: Taking excessive quantities of barbiturates leads to tolerance, physical and psychological dependence, mental confusion, depression, nervousness, and other symptoms of abnormal behavior. Sudden or abrupt withdrawal of barbiturates from a person who is physically dependent results in withdrawal sickness. Symptoms include cramps, nausea, delirium, and convulsions. In some cases the user dies suddenly. Withdrawal requires hospitalization for a period of several weeks in which the user receives gradually reduced dosages. Several months are needed for the body to return to normal.

Barbiturates are considered to be highly dangerous when taken without medical advice. An overdose can cause death. They are considered an important cause of automobile accidents. Some people become confused about the number of pills they have taken and die of an accidental overdose. Barbiturates are the leading cause of accidental deaths in the United States and are considered to be one of the main reasons for suicides.

A. EFFECTS OF EXPERIMENTATION WITH DRUGS AND OTHER HARMFUL SUBSTANCES

Concept: Experimentation with Drugs and Other Harmful Substances May Interfere with Physical and Mental Health

5. What are the hallucinogens?

Behavior-altering substances which tend to excite the nervous system to produce visual hallucinations or illusions and to distort time and depth perception are called hallucinogens.

Point out that hallucinogens are behavior-altering substances which tend to excite the nervous system; to produce hallucinations (seeing things or hearing sounds that are not there), or illusions (seeing or imagining shapes in objects that are not there; and to distort time and depth perception. Drugs of this type include LSD (d-lysergic acid diethylamide), DMT (dimethyltryptamine), STP (dimenthoxy methyl-amphetamine), psilocybin, and mescaline. Marijuana also is classified as a hallucinogen.

LSD is a powerful, man-made chemical which was first developed in 1938 from ergot, a fungus that grows as a rust on rye and other cereals. A single ounce of this powerful drug can provide 300,000 average doses. DMT and STP are synthetic products. Mescaline comes from the peyote plant, and psilocybin is derived from a certain variety of mushroom. Slang names for LSD include "acid," "sugar," "Big D," "cubes," and "trips." Hallucinogens are usually swallowed.

Marijuana is a preparation which is made from the leaves and flowering tops of the female species of the hemp plant, Cannabis sativa. Typically, the marijuana is rolled into cigarettes and smoked. The resins which develop in the female species of this plant contain the principal active ingredient, which is called tetrahydrocannabinol. This substance acts primarily on the central nervous system; however, its exact effects are not completely known as yet. Slang names for marijuana include "reefers," "joints," "sticks," "hay," "grass," "pot," "weed," and "tea."

Medical Uses: No legitimate medical purpose has been found as yet for the hallucinogens. Studies involving the experimental use of LSD for the treatment of mental

A. EFFECTS OF EXPERIMENTATION WITH DRUGS AND OTHER HARMFUL SUBSTANCES (cont.)

Concept: Experimentation with Drugs and Other Harmful Substances May Interfere with Physical and Mental Health

illness and alcoholism have not proven to be successful. Marijuana has no known medical use.

Abuses: The hallucinogenic drugs have been abused by young people who are looking for "new and exciting" experiences. Some young people try marijuana and, to a lesser extent, LSD in the belief that these drugs can increase their self awareness, heighten their senses, and help to make them more creative. However, research studies have indicated that this is not true. The effects vary from individual to individual. Moreover, the creative work of chronic users of LSD appeared to be poorer than before their experimentation with the drug. The range of mood, or feeling, produced by marijuana may vary from that of euphoria to depression. Some users may experience no change of feeling at all.

Dangers of Marijuana: Marijuana acts primarily on the central nervous system; however, its exact modes of action are not completely known as yet. The effects experienced through smoking usually are felt in a very few minutes and may last for as long as 12 hours. Physical reactions may include rapid heartbeat, lowering of the body temperature, and sometimes reddening of the eyes. Some users may become talkative, loud, unsteady, or drowsy, others may experience a mild euphoria. The sense of time and space frequently become distorted, and a minute may seem like an hour. Objects which are near may appear to be far away. Because marijuana may produce hallucinations when taken in large doses, this drug has been classified as a mild hallucinogen.

A. EFFECTS OF EXPERIMENTATION WITH DRUGS AND OTHER HARMFUL SUBSTANCES (cont.)

Concept: Experimentation with Drugs and Other Harmful Substances May Interfere with Physical and Mental Health.

Marijuana does not produce physical dependence, and the body probably does not develop tolerance to it. However, many scientists believe that continued use of the drug may produce psychological dependence in the sense that the user comes to depend upon the drug as a means of relieving anxiety or depression, of gaining social acceptance, or of escaping from painful experiences. Lethargy, neglect of personal appearance, and feelings of psychological conflict have been noted among chronic users of marijuana.

The inhaled smoke from a marijuana cigarette is irritating to the respiratory tract, and long continued exposure to the smoke may induce chronic respiratory disease. The ability to think clearly and to have good reflexes is adversely affected because the user may experience distortion of time and space perception, feelings of hilarity, impaired judgment and memory, and confusion. For this reason, driving an automobile while under the influence of marijuana is considered dangerous. Special risks for most users include breaking the laws that deal with marijuana. This can affect their lives both now and in the future. Also, drug involvement may interrupt the personality growth and development of the young person. The normal transition from adolescence to adulthood requires that young people develop the ability to adjust to life situations and acquire the attitudes and values which are necessary for responsible citizenship.

A. EFFECTS OF EXPERIMENTATION WITH DRUGS AND OTHER HARMFUL SUBSTANCES (cont.)

Concept: Experimentation with Drugs and Other Harmful Substances May Interfere with Physical and Mental Health.

Dangers of LSD: Scientists do not yet fully understand exactly how LSD works on the body. The average dose, consisting of a minute amount (200 to 400 micrograms), creates an impact on the user which lasts from 8 to 10 hours. LSD is believed to modify the levels of certain chemicals in the brain and to affect changes in the brain's electrical activity. Certain experiments with animals seem to indicate that the drug interferes with the normal processes which function to filter and screen out unselected sights and sounds. Thus, the brain of a person who has taken LSD becomes overloaded with sensory stimulation. Studies of chronic users of LSD suggest that these individuals continue to experience an overloading of sensory stimulation and that this may be partially responsible for their reported difficulty to think clearly and to concentrate. The drug is not physically addicting.

Some of the reactions reported by LSD users include experiencing sudden changes in physical senses and emotional feelings. For example, walls may appear to move; colors seem stronger; music may appear as a color; and colors may seem to have taste. Users report feelings at the same time of both happiness and sadness and of relaxation and tenseness. Arms may feel both heavy and light. Some report a loss of normal feeling between body and space. Some believe that they can fly or float. Effects from the drug cannot be controlled, and the same person may be affected differently at different times. Hence, the individual may have "good" or "bad" trips. Reports cited in a recent publication from the National Clearinghouse for Mental Health Information[1] summarize the following dangers

[1] National Clearinghouse for Mental Health Information. Resource Book for Drug Abuse Education. Public Health Services Pub. No. 1964. Washington, D.C.: U.S. Government Printing Office, October, 1969.

A. EFFECTS OF EXPERIMENTATION WITH DRUGS AND OTHER HARMFUL SUBSTANCES (cont.)

Concept: Experimentation with Drugs and Other Harmful Substances May Interfere with Physical and Mental Health.

of using LSD:

1. Panic. Because the user cannot stop the effects he is experiencing while on LSD, he may become panicky and fear that he is losing his mind.

2. Paranoia. While on LSD, the user may become suspicious that someone is trying to harm him or to control his thinking.

3. Recurrence (flashback). Even days, weeks, or months later, an individual who has stopped using LSD may have a recurrence of a trip and may fear that he is going insane.

4. Accidental death. Because the LSD user may believe that he can fly or float, he may try to leap out of a high window or from other heights and fall to his death. He also may think that he can drive or walk in front of a moving car without being harmed. This behavior has also caused death.

6. What are the volatile chemicals?

Chemical agents that give off vapors or fumes are called volatile.

The inhalation or sniffing of the vapors of fumes of volatile substances for the purpose of intoxication is dangerous to a person's physical and mental health.

Point out that volatile chemicals are substances that give off vapors or gaseous fumes. Examples of common volatile substances are ether, gasoline, paint thinners, plastic cement, toluene, lighter fluid and aerosols.

Assign pupils to report on precautions taken by industry to protect persons who are working with organic solvents, such as ether, chloroform, toluene, paint thinner, or other volatile substances.

A. EFFECTS OF EXPERIMENTATION WITH DRUGS AND OTHER HARMFUL SUBSTANCES (cont.)

Concept: Experimentation with Drugs and Other Harmful Substances May Interfere with Physical and Mental Health.

Ask, "What precautions should pupils take when working with such substances?" Discuss the beneficial uses of common volatile chemicals. Ask pupils to give examples of common household, cosmetic, and drug products which are prepared and packaged as aerosols. Point out that certain medical inhalants may have value when properly used; however, these substances should be taken only upon the advice of a parent or medical adviser and only as directed. Various aerosols contain chemicals that are harmful. Care should be exercised even when using them properly. Warnings on labels should always be read before a person uses any of these substances.

Abuses: "Sniffing" and "gassing" are commonly used to describe the deliberate inhalation or "breathing in" of the vapors or fumes of a volatile chemical to induce intoxication. Young adolescents most frequently sniff glue and other gaseous substances. Many of these young people have had histories of delinquency, school truancy, and personality problems. It is one of the most common types of substance abuse among elementary school pupils.

Dangers of Volatile Chemicals: The toluene, benzene, tetrachloride, ethyl alcohol, ethyl acetate, and other highly volatile, organic solvents contained in most glues and plastic cements cause a temporary depression of the central nervous system. The effect is reported to be similar to that of alcohol intoxication. It produces a feeling of lightness and exhilaration called a "jag."

A. EFFECTS OF EXPERIMENTATION WITH DRUGS AND OTHER HARMFUL SUBSTANCES (cont.)

Concept: Experimentation with Drugs and Other Harmful Substances May Interfere with Physical and Mental Health.

The user first experiences a buzzing sensation and dizziness, which are followed by headaches and a feeling of intoxication. Larger doses produce an increased degree of intoxication, including slurred speech, unsteady gait, and "flash-outs." Prolonged inhalation may produce coma and even death.

The sniffing or inhalation of fumes from volatile chemicals can cause damage to vital organs, including the brain, the liver, and the kidneys. Interference with the blood-forming function of the bone marrow, mental deterioration, acute liver damage, and death can also occur.

7. What are the narcotic drugs?

This narcotic group consists of opium and opium derivatives, such as heroin, morphine, codeine, and paragoric; synthetic opiates, such as meperidine (demerol) and methadone (dolophine); and cocaine.

Point out that the term "narcotic drugs" generally refers to opium and the pain-relieving drugs made from opium, including heroin, morphine, paragoric, and codeine. Opium and its derivatives are made from the milk-like juice of the unripe seed pods of a particular species of the poppy, the papaver somniferum. This plant grows well in a hot, dry climate and is the only species of the poppy which produces opium. The California poppy plant, which bears a brilliant orange-yellow flower, is harmless. Several synthetic, "opiate-like" drugs, such as meperidine (Demerol) and methadone (Dolophine), also are classed as narcotics. Cocaine, which is made from coca leaves, and marijuana have been classified legally but not chemically as narcotic drugs.

A. EFFECTS OF EXPERIMENTATION WITH DRUGS AND OTHER HARMFUL SUBSTANCES (cont.)

Concept: Experimentation with Drugs and Other Harmful Substances May Interfere with Physical and Mental Health.

Ask a pupil to read aloud the dictionary definition of the word "narcotic." Point out that the opiate-like drugs tend to "narcotize," or depress, the activity of the central nervous system. General effects of drugs of this kind include:

--Reduction of pain and feeling
--Production of euphoria
--Constriction of pupils of the eyes
--Slowing of the pulse rate
--Decrease in blood pressure (in nonaddict only; disappears with tolerance)
--Depression of metabolism
--Development of addiction through repeated and uncontrolled use
--Development of withdrawal illness because of physical dependence when the drug is withheld

Assign pupils to report on the history of the development of opium, its medical uses, and its derivatives.

Clarify the following terms in relation to use of the opiates:

Addiction
Physical dependence
Psychological dependence
Tolerance
Withdrawal sickness

A. EFFECTS OF EXPERIMENTATION WITH DRUGS AND OTHER HARMFUL SUBSTANCES (cont.)

Concept: Experimentation with Drugs and Other Harmful Substances May Interfere with Physical and Mental Health

Medical Uses: With the exception of heroin, physicians have often used most of the opiate drugs, especially codeine and morphine to reduce pain and suffering. Heroin has been outlawed as a legitimate drug.

Abuses: Of the opiate drugs, hard-core addicts use heroin most frequently. Many heroin users report that they "graduated" to heroin after experimenting with other drugs. The user may first begin by sniffing the drug in powdered form, or by injecting it in liquid form just under the skin ("skin popping"). Before long, however, most users inject the drug directly into a vein ("mainline"). Because the body develops tolerance to the drug, an addict soon requires larger and larger doses to achieve the desired effect. An addict may have to spend as much as $100 per day to sustain his habit.

A white, powdery substance, heroin is usually purchased in capsule form. Most heroin has been "cut" with other substances, such as milk sugar, to the extent that each capsule usually contains only about 2 to 5 per cent of the drug.

A purchaser of illegal drugs has no assurance that what he buys actually contains what it is supposed to.

A. EFFECTS OF EXPERIMENTATION WITH DRUGS AND OTHER HARMFUL SUBSTANCES (cont.)

Concept: Experimentation with Drugs and Other Harmful Substances May Interfere with Physical and Mental Health

Dangers of Heroin: Repeated use of heroin over a very brief period will produce physical addiction to the drug. The user's personality deteriorates quickly, and he often commits crimes to support his habit. His physical and mental health also deteriorates. The User often suffers from malnutrition. He also is susceptible to infections, such as hepatitis caused by the use of contaminated materials and syringes. He usually has sores and puncture marks (tracks) on his arms from hypodermic needles. When he does not take the drug, the addict suffers severe withdrawal illness, including

--Excessive itching, sweating, vomiting, diarrhea, loss of appetite, and fever and rapid loss of weight
--Cramps in the legs, back, and abdomen and twitching of muscles
--Rapid pulse and respiration

An overdose may cause prolonged unconsciousness and death.

8. What other drugs are abused?

Self-medication with common household drugs and medicines can be a dangerous practice.

Ask pupils to give examples of drugs that may be purchased without a prescription at a drug store or supermarket but which are commonly abused. Examples include aspirin and other analgesic remedies, the antibiotics, the antihistamines, and the bromides. In what ways can these drugs be dangerous to a person's health?

Emphasize how dangerous it is for adults or young people to attempt to treat themselves. Ask the class to develop a list of safety practices concerning the use of common household drugs and medicines.

B. ALTERNATIVES TO DRUG ABUSE

Concept: The Decision to Abuse Drugs May Result from a Variety of Reasons.

1. Why do some people decide to misuse drugs?

   The decision to misuse drugs may result from a variety of causes.

   Discuss the effects of drug abuse on the lives of famous people who became involved in this dangerous practice. Examples include Billy Holiday, female vocalist; F. Scott Fitzgerald, author; Bill Stern, sports commentator; Edgar Allen Poe, author; Bela Lugosi, movie star; Judy Garland, female vocalist and actress; Keeny Teran, professional boxer; Brian Epstein, manager of the "Beatles"; and Barney Ross, professional boxer.

   Read and discuss stories on the topics of loneliness, rejection, peer pressure, and "getting even" which appear in Section III. Assign pupil groups to act out a solution to each of the problems. Ask class members to suggest other solutions.

   Assign pupils to write original stories in which the main character is faced with a problem involving one of the courses considered previously.

2. What influences in our environment offer drugs as a "solution" to individual problems?

   Modern man lives in a drug-taking society in which drugs and other chemical agents are promoted as solutions to personal and environmental health problems rather than for prescribed medical reasons.

   Ask the class to recall radio and television commercials and/or bring to class sample advertisements from magazines and newspapers which depict personal or social problems in which adults take drugs to allay pressures. Discuss other solutions to the problems portrayed.

   Assign pupils to write sample advertisements or commercials on specific kinds of drugs, using an appropriate therapeutic approach. Discuss the effectiveness of the techniques suggested by the pupils.

B. ALTERNATIVES TO DRUG ABUSE (cont.)

Concept: The Decision to Abuse Drugs May Result from a Variety of Reasons.

3. How can the drug abuse problem be controlled?

Alternatives to drug abuse behavior must be identified and used.

Efforts to prevent drug abuse must be undertaken by both the individual and the community.

Discuss the extent to which the drug addict may go to procure drugs, such as in the case of heroin users. Addicts often resort to crime in order to obtain the money that they need.

Appoint a pupil panel to discuss the effects of drug abuse on the community.

Assign pupils to write an imaginative story on how drug abuse could seriously affect an individual who has an important position in the community and how his behavior could be detrimental to the health and safety of others. For example, how could drug abuse by the following cause harm to other persons?

Mayor	Teacher
Councilman	Postman
Policeman	Pilot
Fireman	

Ask the class to identify activities that are fun to do. What kinds of activities can young people do that provide excitement and yet safely challenge their courage and abilities?

Discuss the meaning of the term "courage." Ask for examples of situations which indicate courageous behavior. Describe several risk-taking situations. Ask the class to discuss which behavior takes more courage: "To protect your life and health, or to let your friends call you 'chicken'?"

Assign each pupil to write about some activity or hobby that he likes.

B. ALTERNATIVES TO DRUG ABUSE (cont.)

Concept: The Decision to Abuse Drugs May Result from a Variety of Reasons.

Assign class members to perform research relative to local, state, and federal laws on drugs and drug abuse.

Plan a school campaign on the prevention of drug abuse. Ask pupils to develop the details of the plan and to prepare posters for publicity purposes.

Develop a plan with appropriate school staff members for the presentation of programs or discussions (talk sessions) concerning drugs and drug abuse.

RESOURCE INFORMATION

A. Suggested List of Pupil and Teacher Resource Materials

   1. Suggested Pupil Materials

   2. Teacher Resource Materials

B. Stories for Pupils

C. Glossary of Slang Terms Used in Conjunction with Drug Abuse (Teacher Reference Only)

D. List of Narcotics and Dangerous Drugs

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A. Suggested List of Pupil and Teacher Resource Materials

1. Suggested Pupil Materials

Texts

"The Choice Is Yours." Norwalk, California: ABC Unified School District, 1968. (Supplementary Textbook List)

"Man, Pain, and Drugs." Stony Brook, New York: Scope, 1969. (Supplementary Textbook List)

Films and Filmstrips

"Drugs: Helpful and Harmful." (Sound Filmstrip) Wexler Film Productions.

"Your Amazing Mind." (Sound Filmstrip) Alfred Higgins Productions.

Other

Chart, flip, "Dangerous Drugs and Narcotics." Winston Products for Education (16 x 22 inches)

2. Teacher Resource Materials

Darkness on Your Doorstep. Los Angeles County Board of Supervisors, 1969.

Drug Abuse: A Source Book and Guide for Teachers. California State Department of Education, 1967.

Drugs of Abuse. Food and Drug Administration. Washington, D.C.: U.S. Government Printing Office, 1967. (0-312-959).

Drugs: Helpful and Harmful. An Instructional Bulletin. Division of Instructional Planning and Services, Pub. No. EC-287, Los Angeles City Schools.

A. Suggested List of Pupil and Teacher Resource Materials (cont.)

No Secret: A Compilation of Information on Narcotics and Dangerous Drugs. San Diego: Neyenesch Printers, 1967. (Distributed through California Council on Alcohol Problems)

LSD: Some Questions and Answers. Washington, D.C.: National Institute of Mental Health, 1968. (Distributed through County of Los Angeles Health Department, Public Health Education Division)

Marijuana: Some Questions and Answers. Washington, D.C.: National Institute of Mental Health, 1968. (Distributed through County of Los Angeles Health Department, Public Health Education Division)

Narcotics: Some Questions and Answers. Washington, D.C.: National Institute of Mental Health, 1968. (Distributed through County of Los Angeles Health Department, Public Health Education Division)

Portrait of a Glue Sniffer. San Jose, California: Juvenile Center, 1968. (Distributed through Health Education Office)

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STORIES FOR PUPILS

B. Pupil Stories

1.	Topic: Getting Even	"Naturally, I'm the Loser"
2.	Topic: Getting Kicks	"Big Deal"
3.	Topic: Loneliness	"Sally's Sad Story" "Richard"
4.	Topic: Pushing Drugs	"Forty Cents Apiece"
5.	Topic: Peer Pressure	"The Party"
6.	Topic: Decision-Making	"It Doesn't Make Sense"

Topic: Getting Even

"NATURALLY, I'M THE LOSER"

Man, I'm sure getting tired of being pushed around. My old man hit me again last night for something my sister did, and mom just shook her head and said what a punk I was.

I get to school and right away the yard teacher gets mad because I knocked down some dumb first grader for kicking away our fistball. The next thing you know I'm in the vice-principal's office getting three swats, and the nine o'clock bell hasn't even rung.

Class wasn't much better. I forgot to do my homework, which I didn't understand anyway, so the teacher says I have to stay after school and make it up.

Jamie, who has been asking for it anyway, bumps my desk on purpose on his way to the pencil sharpener. The other kids got a big charge out of that so I couldn't very well let him get away with it. So, on his way back, I tripped him up good. Naturally, the teacher saw me do it and wouldn't listen to my side of the story. None of the others in class would stick up for me, either.

That afternoon, the principal calls me out of class to his office. He says my mom called and told him I stole one of her reds. Once I did take a red from mom's medicine cabinet. I got kind of drunk from it and sort of sick, so I haven't taken any since. Anyway, the principal couldn't prove anything, so he let me go back to class.

Naturally, when I get home, mom jumps me about her stupid red. I didn't take it, and I told her so but she didn't believe me--I knew she wouldn't.

Anyway, I can get all the reds I want free from Ronnie. He has a whole bag full of them. I wonder if one would still make me sick I'm a lot older now. Come to think of it, I felt pretty good until I got sick. If I'm going to get blamed for everything, I may as well take them.

What do you think?

Topic: Getting Kicks

BIG DEAL

I don't know what the big deal is about smoking grass. Practically every big kid in the neighborhood does it, even my older brothers and uncle. I haven't tried it, but I'm sure not afraid to. Besides, I've been smoking cigarettes since I was in the fourth grade, and nothing has happened. The teacher said that smoking cigarettes would do things like hurt my lungs and stunt my growth. Well, my lungs don't hurt, and I'm one of the biggest guys in school. She said I would never be a good athlete either if I smoked, but who said I wanted to be an athlete, anyway? Besides, most of the games we play at school are stupid.

We saw a film today that told about some guy that smoked pot and then started taking a lot of other stuff. I don't know about the other stuff, but none of the guys I know do anything but smoke marijuana. Nothing seems to happen to them. Why do people make such a big fuss about this?

What do you think?

ERIC

Topic: Loneliness

SALLY'S SAD STORY

Do I have troubles! I don't have a mother or father. Well, I do and I don't have a mom and dad. My parents have just divorced, and the court and lawyers said that I am supposed to live with my grandmother.

Have you ever had to live in a different city and with a relative you don't even know? Everything seems so strange and unusual. It's hard to make friends in a new place.

Grandmother is nice, but she works all day and never has any time for me. When she does have time, she's too tired and she's not any fun. Grandmother is not like my mom and dad. I really miss them.

I'm glad it's summer vacation. It would be hard to start the fifth grade at a new school. Yet, summer's such a bore. There's nothing to do and no place to go. The worst part of it is I don't have any friends here. In fact, I don't even know anyone here. I get tired of watching grandma's T.V. all day long and all night, too.

Some older kids live on the next block. They hardly ever say anything to me. Sometimes they act sort of goofy, just as though they can't see where they're going. But they sound like they're having a good time because they laugh a lot.

Well, one day, as I came back from the store, those kids started being very friendly. They were friendly to me, so I decided to be friendly too. It was fun to talk with them and joke around. Some of the kids were taking pills. They said that the pills made them feel good. One of the girls said I could have some if I wanted. I didn't know what to say, so I said I'd see them tomorrow. Then I went home to grandmother's.

What should I do?

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RICHARD

Richard does fairly well in school, not that he's a great brain or genius, but he hardly ever has to be "chewed-out" by the teacher. It's the same way at home, too. The only time he gets yelled at is when he forgets to do things they want him to do--like take out the trash or go to the store.

Richard does a lot of things by himself; not that he likes to do everything by himself, but it just always seems to work out that way. For example, the other day in school when the boys were choosing teams, he was picked last! To top it off, he was last in the batting order, too! That's why he wandered away and played by himself. The kids who live on Richard's street are hard to get along with, too. They always have to have contests and make a big deal over who can do something the best, instead of just doing things. That's why Richard likes to play by himself or watch T.V. when other kids are playing. Sometimes, Richard feels lonely, but he thinks its better that way.

One day, he heard some of the boys talking about Jerry's older brother who got "high" on glue. Mrs. Turner, their teacher, overheard the boys' conversation and gave a long talk to the class about how bad sniffing glue is for a person's health.

As Mrs. Turner was talking, Richard wondered, "How bad can glue sniffing be? I've seen Jerry's older brother. He looks all right, and Jerry says his brother sniffs glue all the time."

After school, Richard decided to stay on the playground and play with some other kids, mainly because his mother and Mrs. Turner had been talking to him lately about how he could be less lonely if he played with other kids more. Well, it was the same old story. Coach started a handball tournament. Richard liked handball, but Coach didn't let Richard in the tournament because there were too many kids that wanted to be in it. So, Richard, Mary Lou, Barbara, and three younger kids had to get in another tournament.

"Wow!" Richard thought to himself, "playing with girls and those three babies is just like not playing at all . . ." so he left the playground.

On his way home through the alley, he was feeling pretty miserable. Then he saw a paper bag on the ground that had something in it. When he got the bag open, Richard found a half-used tube of glue.

Richard thought to himself, "Jerry said his brother gets happy when he gets 'high' on glue, but Mrs. Turner says its bad for you. Nobody is ever interested in me, and I don't have any friends to tell on me. Maybe it would make me feel good . . . "

What would you tell Richard to do?

Topic: Pushing Drugs

FORTY CENTS APIECE

My brother really builds great model airplanes. It's been his hobby for as long as I can remember. He used just about every cent he earned from his paper route to buy model kits.

When he got married last year, he gave me most of the models and all of his model-building equipment.

Billy, the new kid next door, came over to the house last night for the first time, so I showed him the model collection. He liked the airplanes a lot, but what he really got excited about was the tubes of airplane glue. My brother used to buy everything in bunches so there are about twenty tubes of glue that haven't even been opened. Billy offered to buy a tube for forty cents, so I sold one to him.

Today, I found out that Billy likes to sniff stuff like gasoline and paint thinner. I also found out that he sniffed the airplane glue I sold him. I guess I don't care how he uses it, but one of the guys said it was against the law to sniff glue. I asked Billy, and he said it wasn't, so I don't know who to believe.

Anyway, Billy said he would buy all of the glue from me if I wanted to sell it. I'm not sure if I should sell it, but I could sure use the money.

I don't have a job, and I guess you could say we are kind of poor, especially compared to the other kids around here. Let's see, nineteen tubes of glue at forty cents apiece ...

What would you do?

Topic: Peer Pressure

THE PARTY

I'm lucky that I'm pretty. It makes everything so much easier. I have lots of friends, and the boys really like me. Getting along with others is easy, and I'm always meeting new people. Even grownups like me. The neighbors, my parents, friends, and all the teachers at school think I'm such a nice girl. Of course, it helps to be smart. I don't like to brag, but I hardly ever have to study. My grades have always been A's and B's, and I never cause any trouble.

I like to do things, to be with people, and to be part of a group. I always try to keep up with the crowd, to wear the latest clothes, and to do the latest things. This way, I know I'll be popular. Things are more fun when you can be this way.

Last weekend I was at a party. It was great because there were only kids. The grownups were next door. We could do almost anything we wanted. I was having the best time--eating, dancing, singing, talking, and jumping around with my friends.

There were several kids over in a corner. They seemed to be having a good time. They wanted me to join them. So, I did. They kept saying that I should get in on their fun. I finally found out they were taking LSD. Wow, I had heard about that! There were all kinds of stories about it--that it was good, that it was bad. But here were my friends taking LSD. They looked all right. Soon, most of the kids were taking the

stuff, even my best friends. They kept telling me that they weren't sick or anything. My friends said I'd be just fine if I took some. My closest friends told me the different things they could see and hear. They said it was too bad that I couldn't see and hear those things. Soon just about everyone had taken some. All the kids said that I should, too.

"Why not? Why not?" they all began to chant. The music was getting louder and louder. It was too much! Finally I decided . . .

What would you do?

Topic: Decision-Making

IT DOESN'T MAKE SENSE

Sometimes, it is sure hard to figure things out! It seems like grownups are always saying one thing and doing another. For instance, take Jimmy's dad. He's something else. He is always telling about how great he was in sports when he was our age and how lazy and soft us kids are now. Well, every time I've seen him, he's had a can of beer in one hand and a cigarette in the other. Usually, he is plopped on the couch watching T.V. Besides that, he has a big stomach, and he puffs like crazy when he moves more than two feet. It's hard to believe that he was such a great athlete when he was a kid.

I can't understand mom sometimes, either. For example, she really got bent out of shape when she thought I had been drinking beer. (That was the time Jimmy's old man spilled his beer on my pants leg.) She went on for days about my "sneaking around" and doing awful things. But then she turns around and makes a big joke out of her afternoon martinis. She always reminds me not to give away "our little secret" because dad worries too much about little things like that.

Other things don't make sense, either. Last night, I watched a T.V. news program about marijuana. It was one of those group discussion things like we have in class sometimes. There were doctors, lawyers, policemen, and teachers on the panel. Well, they talked for

an hour and ended up not agreeing on whether marijuana was good or bad, or should be legal or illegal, or anything. If these grownups can't make up their minds, how am I supposed to?

About every adult I talk with makes it a point to tell how bad it is to take pills, or smoke or drink, but look at the commercials! Every time you see one, somebody is popping a tablet in his mouth, lighting up a cigarette, or pouring a beer to relax or take care of some problem.

I wonder if I will need to take all that junk when I grow up?

What do you think?

C. Glossary of Slang Terms Associated With Drug Abuse

Many slang terms are associated with the drug abuse problem. This Glossary is provided, however, for teacher reference only. It is not intended as part of the content of the course, nor should the expressions be taught as such.

ACAPULCO GOLD	Hashish, a powerful form of marijuana derived from the cannabis pollen
ACID HEAD	LSD user
BALLOON	Rubber toy balloon used for storing or delivering narcotics, usually capped heroin
BARBS	Barbiturates
BENNIES	Benzedrine
BINDLE	A small paper packet of heroin, morphine, or cocaine
BLACK	Opium
BLAST	To smoke a marijuana cigarette
BLOW	To smoke a marijuana cigarette
BLUE HEAVEN	Amytal
BLUES	Amytal (amobarbital sodium)
BOMBED	Intoxicated on drugs
BREAD	Money

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BRICK	Kilo of marijuana in compressed brick form
BUMMER	A bad trip
BUTTON	Peyote button
CAN	1 ounce of marijuana. Term derived from tobacco can, in which marijuana was commonly sold in the past. Now, it is more frequently sold in small paper bags
CANDY	Barbiturates
CAP	A capsule of heroin, commonly number 5 capsule
CARRYING	In possession of a drug
CARTWHEEL	Amphetamine tablet (round, white, double scored)
CHIPPY	An occasional user of heroin
CHRISTMAS TREE	Tuinal
CLEAN	Removing stems and seeds from marijuana. Also, an addict who is free from narcotic injection marks, as in "I'm clean, man."
COCKTAIL	A regular cigarette, into one end of which a partially smoked marijuana cigarette is inserted so as not to waste any of the drug
COKE	Cocaine
COLD TURKEY	Trying to break the habit. "Kicking it cold turkey" is breaking the habit of drug use at home, in prison, etc., without the aid of any medication or medical care

CONNECT	To buy drugs
CONNECTION	A peddler who knows an addict and will sell him drugs
CO-PILOT	Amphetamine
CRYSTALS	Amphetamine powder for injection
CUBE	Sugar cube impregnated with LSD
CUT	To cut or adulterate a drug prescription
CRUTCH	Device used to hold marijuana cigarette when it has burned to the point where it will burn the fingers. Also, a container for a hypodermic needle
"D"	LSD
DEALER	A drug peddler
DECK	A small packet of morphine, cocaine, or heroin
DEXIES	Dexedrine
DOPE	Any narcotic
DOPER	Addict
FINE STUFF	Narcotics of unusually good quality, only slightly adulterated
FIX	See OUTFIT.
FIX, FIX-UP	A drug which is about to be injected, or has just been injected
FLASH	To throw up after "fixing," or the feeling an addict has just after "fixing"

FOOTBALLS	Amphetamine tablets (oval-shaped)
FRANTIC	Nervous, jittery drug user
FREAK	A person who injects amphetamines
FREAK OUT	To have a drug party. Also, to undergo intense, often disorganizing experiences, usually pleasurable; to become psychotic
FUZZ	The law
GASSED	Stoned, very high; very intoxicated
GOOFER	One who drops pills
GOOFED UP	Under the influence of barbiturates
GRAM	Gram of heroin (approximately 10 capsules)
GRASS	Marijuana in the raw state, such as leaves, stems
GRASSHOPPER	Marijuana user
GUN	See OUTFIT.
H.	Heroin
HABIT	Addiction to drugs
HEAD	LSD user
HEARTS	Dexedrine (orange colored, heart-shaped tablets)
HEAT	The law
HIGH	Under the effect of narcotics

HIT	One dose of a particular drug
HOOKED	Addicted: a confirmed addict
HORNING	Sniffing narcotics through nasal passages
HYPE	An addict
JOINT	A marijuana cigarette. Also State Prison
JOLT	An injection of narcotics
JOY POP	An occasional injection of narcotic. One who is "joy popping" only takes an injection.
JUNK	Heroin
KICKING	See COLD TURKEY.
KEE	Kilo
KILO	2.2 lbs.
LID	See CAN
LOADED	Under influence of narcotics
MAIN-LINE	Veins of body, usually arms; also intravenous injection
MAIN-LINER	One who injects narcotics directly into the veins, intravenously
MAN (THE)	Law; connection
MANICURE	Prepare marijuana for use in cigarettes

O.D.	Overdose of narcotics, usually heroin
OUTFIT	Equipment for injection by the hypodermic method; a "hype" outfit. Eyedropper and needle, spoon, safety pin, etc.
PANIC	A scarcity of drugs, usually caused by the arrest of a big peddler
PIECE	1 ounce of heroin
PIG	An addict who uses all he can get his hands on
PILL HEAD	Amphetamine or barbiturate user
PILL FREAK	See PILL HEAD.
PILLY	See PILL HEAD.
POP	A subcutaneous injection, usually referred to as "skin poppin'"
POT	Marijuana
POWDER	Amphetamine powder
PURE (THE)	Pure heroin, prior to adulteration. "This is the pure; you can cut in ten times, at least."
PUSHER	Drug peddler to users. One who seeks more business from regular customers
RAINBOW	Tuinal
RED DEVIL REDBIRD RED OR REDS	Seconal
REEFER	Marijuana cigarette

ROLL	A roll of tablets wrapped in tin foil
SCORING	Making a purchase of a narcotic
SHOOTING GALLERY	A place where an injection of narcotics can be used and/or bought
SHORT	Auto
SHOT	An injection of narcotics
SOURCE	Where narcotics are obtained, such as a pusher, dealer, supplies, connection
SMACK	Drugs, especially powdered drugs in the form of snuff
SNIFFING (SNORTING)	Using narcotics by sniffing through nasal passages, usually heroin or cocaine. This is taking it "rare" - not in solution.
SNOW	Cocaine
SNOWBIRD	Cocaine user
SPEEDBALL	A powerful shot of a drug, usually heroin and cocaine combined
SPIKE	A hypodermic needle
SPOON	A quantity of heroin, theoretically measured on a teaspoon (usually between 1 and 2 grams)
SQUARE	A person who does not know what's happening
STASH	Place where narcotics, or the "outfit," is hidden; also, place where a drug peddler will secrete various quantities of narcotics
STONED	Under the influence of drugs
STRAIGHT	Under the influence of narcotics

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STRUNG OUT	Addicted (heavily)
STUFF	Heroin
TEA	Marijuana
TASTE	A small sample of a narcotic
TOKE UP	To light a marijuana cigarette
TRACKS	A series of puncture wounds in the veins, caused by continued narcotic injections
TURN ON	To use narcotics, or to introduce another person to the use of narcotics
USER	One who uses narcotics
WEED	Marijuana
WEED HEAD	Marijuana smoker
YELLOWS YELLOW JACKET	Nembutol

Drug	Source	Properties	Methods of Use	Effects
OPIUM	Opium poppy grown in Mexico, Asia, and Balkan countries	Sticky, brown substance. Heavy odor.	Usually smoked in opium pipe. May be eaten.	Deadens feeling, saps energy, causes drowsiness and/or stupor; strongly addictive; produces drug tolerance and withdrawal illness.
MORPHINE	Derivative of opium	White crystals. Sold in form of powder, pill, capsule, or package.	Swallowed, or more often injected under the skin or into vein.	Creates feeling of well being, relieves pain and induces sleep; is quickly addicting. Produces drug tolerance and withdrawal illness.
HEROIN	Derivative of morphine.	White powder resembling powdered sugar. Sold in capsules and other forms, as is morphine. No legitimate use. Possession and use illegal for anyone.	Sniffed, or injected under the skin or into vein.	Repeated use over a very brief period produces addiction which is almost impossible to cure.
Other morphine derivatives include DILAUDID, CODEINE, METOPON, DIHYDRO-CODEINONE (Percodan)	Similar to morphine	Similar to morphine.	Similar to morphine.	Produces addiction and withdrawal illness.

Drug	Source	Properties	Methods of Use	Effects
COCAINE	Leaves of coca plant (no relation to cocoa). Native to Peru and Bolivia. Cultivated in Java and Ceylon.	Flaky, snowlike substance, resembling epsom salts or camphor. Sold in containers similar to those used for morphine or heroin.	Usually sniffed because mucous membrane is especially responsive to the drug. May be injected.	Kills pain, constricts tissues, dilates pupils of eyes, creates feeling of elevation; is quickly and strongly habit-forming; produces mental and physical deterioration.
MARIJUANA	Cannabis sativa plant. Readily grows as weed in temperate climates in United States and in many other countries.	Leaves, stems, and flowers dried into grass-like form; rolled into brown paper cigarettes, folded in at both ends. Strong odor of fresh-cut alfalfa hay.	Smoked in cigarettes.	Produce a mild euphoria. Distorts time and space perception. In large doses may produce hallucinations.
BARBITURATES	Manufactured synthetically as salts of barbituric acid. All names of these drugs end in al, such as pentobarbital, and barbital.	White powder sold in colored capsules, called such names as "barbs," "yellow jackets," and "red devils." Colors indicate kind of drug. When sold in pill form, may be called "goof balls."	Swallowed or injected.	Induce sleep and produce symptoms similar to those caused by intoxication. Create addiction and withdrawal illness. Users in a groggy state may take fatal overdose. Misuse of barbiturates with "pep-pills" (amphetamines) by addicts may cause serious mental illness or death.

Drug	Source	Properties	Methods of Use	Effects
AMPHETAMINES	Chemically made drugs known as amines, amphetamines or Benzedrine, D amphetamine of dexedrine, and ephedrine.	Capsules or tablets of various colors. Benzedrine tablets called "bennies" or "pep-up pills," are usually heart-shaped.	Swallowed or injected (methamphetamine)	Reduce desire to sleep, create false sense of pep and mental alertness; are habit-forming and produce tolerance through repeated use. Misuse may cause loss of mental powers, illness, or death.
MESCALINE	Dried tops of the cup-shaped small cactus (Lopophera williamsii), which grows in Mexico along the Rio Grande.	Button-shaped growth closely resembling mushrooms. After being plucked, the mescale buttons are dried in the sun.	Chewed and swallowed.	Induces optical and auditory hallucinations; causes nausea and vomiting; produces tolerance through administration.
LSD	Derived from ergot (a black fungus), which sometimes develops in place of seed in rye grains. d-lysergic acid diethylamide tartrate (LSD-25) $C_{20}H_{25}N_3$.	Liquid which is colorless, odorless, and tasteless.	Swallowed.	Produces optical and auditory hallucinations; causes psychological dependence; may produce chromosomal damage as well as chronic brain damage.
VOLATILE CHEMICALS	Manufactured chemicals such as glue and plastic cement, paint thinner, products to chill cocktail glasses, hair lacquers, and household cleansers.	Concentrated vapors of toxic solvents or propellants which contain little or no oxygen. Explosive and flammable, especially when the container is punctured.	Sniffed.	Induce intoxication and feeling of euphoria; cause psychological dependence; irritate membrane lining of the respiratory tract; may produce death by asphyxiation, cardiac arrest, or lung damage.

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